Empirical Study of Employability Assessment of Engineering and MCA Students in Tamil Nadu

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Abstract: The Professional Graduates take up jobs and perform a variety of functions in various industry verticals. In this study, the professional graduates were identified and studied the major sectors that to determine the percentage of male and female students across the nation. The study basically covers the completion of full-time professional graduates. Engineering is also criticized for not developing personal and transferable skills sufficiently among graduates, losing too many of the most able students to other jobs (eg in IT, the City) and also failing to utilize some of the engineering graduates appropriately and develop their skills. This paper is to assess the employability level of recently passed out Engineering Students and MCA students in Tamil Nadu.

Keywords: Employability Assessment, Engineering students, MCA students

1. INTRODUCTION

Technology is going through rapid changes that require a more skilled workforce to fulfill the needs and requirements of industry. There is a gap between graduate attributes not only their employment readiness, but also their employability skills. Employability skill is often debated with various interpretations biased toward stating that employability skill is a preparation for graduates to successfully get jobs and to develop in their careers. Graduates with employability skills and competence with technical skills are considered an asset to the employer. The human capital theory states that through social psychology perspective, "employability" is not only about shaping talent, techniques, and experience for an individual to get a job, but more toward the ability to do the work. The main goal is the critical ability, reflective to convince and upgrade an individual with the skill other than his special or technical skill. In terms of competence development, competence is defined as the ability of a person to handle and cope or complete a task or job successfully. This capacity covers the perceptual motor skills, cognitive factors, affective factors, personality traits and social skills. Using this definition as a point of departure, the notion of qualification may now be defined as employability skills that are required by the employer.

The employability of graduates varies from 2.59% in functional roles such as accounting, to 15.88% in sales related roles and 21.37% for roles in the business process outsourcing (BPO/ITeS) sector. A significant

proportion of graduates, nearly 47%, were found not employable in any sector, given their English language and cognitive skills. For a graduation degree is considered a pathway to a job in the knowledge economy, substantive intervention at school and college level is needed to improve basic skills of Professional Graduates. Next, a renewed focus on vocational training is timely now and should be re-emphasized [6].

2. LITERATURE REVIEW

The objective of the study was, to understand the meaning of employability skills, to understand the importance of skills, to review the requirements by the firm towards employability skills and to find out various methods for developing employability skills[2]. The study aims at finding solutions to the problems confronted with the professional graduates as well as teachers. The data have been collected from the students, teachers and organizations to find out their expectations about employability and the required skills.

Development And Testing Of A Comprehensive SK Framework For The Successful Employability Of MBA Graduates[3]. The main purpose of this study is to conceptualize and develop the Comprehensive Employability Skill Framework and to test it in verifying the existence of any perception gap regarding the most important skills for a successful employability between the groups surveyed.

Chithra. R (2013) in her study entitled Employability Skills -A Study on the Perception of the Engineering Students and Their Prospective Employers [4]. The purpose of the study was to know the perception of Employers as well as the employees towards employability skills required for entry level engineering graduates in multinational software companies. It is an exploratory study. Two sets of questionnaires were developed to assess the perception of the skill set required by employers and Professional graduate students. The study reveals that there is a significant difference between the perception of students and their employers.

The criteria for employability are based on validation studies conducted by Aspiring Minds with corporations across different sectors. Their current employees in various profiles were benchmarked through our flagship assessment product, AMCAT and establishing feedback through on-job performance data. These benchmarks serve as a standard for several large-sized companies across the nation [5].

National Employability Enhancement Mission (NEEM)25 The Union Minister of Human Resource Development, Smriti Irani in Lok Sabha said, "In this regard, a scheme has also been notified under National Employability Enhancement Mission (NEEM) to offer on the job practical training and adopted National Skill Qualification Framework (NSQF) to enhance the employability of young graduates."The Government has set up a target to increase the Gross Enrolment Ratio (GER) in Higher Education to 30% by the end of year 2020[6].

3. OBJECTIVE

The objective is to assess the employability level of recently passed out Engineering Students and MCA students in Tamil Nadu.

4. TARGET SAMPLE

A random sample of 275 students from different engineering streams and MCA program were collected from different colleges.

The data points of the database and the description are as below:

Table 1
Variable consideration

Variable number	Data points	Measurement Unit	Field Name
1	Serial Number	Numeric	SRNR
2	Candidate Name	Text	Candidate
3	Gender	Text	Gender
4	Course Name	Text	Course
5	Course Code	Numeric	Course_code
6	SSLC Percentage	Percentage	10th_PERC
7	H.Sc Percentage	Percentage	12th_PERC
8	Degree Percentage	Percentage	Degree_PERC
9	Sales Competency:Dependable_and_Result_Oriented	Percentile w.r.t their class students	SC_DEP_RO
10	Sales Competency: Ability_To_Multitask	Percentile w.r.t their class students	SC_ABL_MULTSK
11	Sales Competency: Creative_and_Inquisitive	Percentile w.r.t their class students	SC_CREA_INQUIS
12	Sales Competency: Adaptable_and_Flexible	Percentile w.r.t their class students	SC_ADAPT_FLEX
13	Sales Competency: Influential_and_Charismatic	Percentile w.r.t their class students	SC_INFL_CHARM
14	Sales Competency:Natural_People's_People	Percentile w.r.t their class students	SC_NAT_PEOP
15	Sales Competency:Optimistic_and_Resilient	Percentile w.r.t their class students	SC_OPTIMIS
16	Sales Competency:Calm_under_pressure	Percentile w.r.t their class students	SC_CALM
17	Sales Competency:Sociallly_Confident	Percentile w.r.t their class students	SC_SOCIALCONF
18	Cognitive Skills_Fluent_and_Articulate	Percentile w.r.t their class students	COGSKL_FLUARC
19	English Comprehension	Percentile w.r.t their class students	ENGCOMPH_PRCNTL
20	Quantitative Ability	Percentile w.r.t their class students	QNTYABL_PRCNTL
21	Logical Ability	Percentile w.r.t their class students	LOGABL_PRCNTL
22	Computer Programming	Percentile w.r.t their class students	COMP_PROG_PRCNTL
23	Computer Science	Percentile w.r.t their class students	COMP_SCI_PRCNTL
24	Mechanical Engineering	Percentile w.r.t their class students	MECH_ENG_PRCNTL
25	Automotive Engineering	Percentile w.r.t their class students	AUTO_ENG_PRCNTL
26	Information Gathering and Synthesis	Percentile w.r.t their class students	INFOGAT_PRCNTL
27	Electrical Engineering	Percentile w.r.t their class students	ELECTL_ENG_PRCNTL
28	Electronics and Semiconductor Engineering	Percentile w.r.t their class students	ELE_SMC_ENG_PRCNTL
29	Telecommunications Engineering	Percentile w.r.t their class students	TLC_ENG_PRCNTL
30	Production Engineering	Percentile w.r.t their class students	PRODN_ENG_PRCNTL
31	Civil Engineering	Percentile w.r.t their class students	CIVIL_ENG_PRCNTL
32	Chemical Engineering	Percentile w.r.t their class students	CHEM_ENG_PRCNTL
33	Industrial Engineering	Percentile w.r.t their class students	Indus_ENG_PRCNTL
34	Paint Technology	Percentile w.r.t their class students	PAINT_TECH_PRCNTL

Variables & coding Details

Gender

- Male   1
- Female 2

Course Code

- Students who belong to similar and related groups were grouped into a single master group as below.

Table 2
Course Code

Course	*Master Group*
B.Tech/B.E.Mechanical Engineering	Mechanical Engg. Group
B.Tech/B.E.Computer Engineering	Computer Science/IT Engg. Group
B.Tech/B.E.Computer Science & Engineering	
B.Tech/B.E.Computer Science and Technology	
B.Tech/B.E.Information Technology	
B.Tech/B.E.Electronics and Communication Engineering	Electronics-Electrical-Commun. Engg. Group
B.Tech/B.E.Electronics and Electrical Engineering	
B.Tech/B.E.Electrical Engineering	
MCAComputer Application	MCA Computer Application
B.Tech/B.E.Aeronautical Engineering	Aeronautical Engineering Group

Students' Profile

Gender

Out of 205 students, 74.6% are male (153 students) and 25.4% are female (52 students). The distribution is represented by following chart.
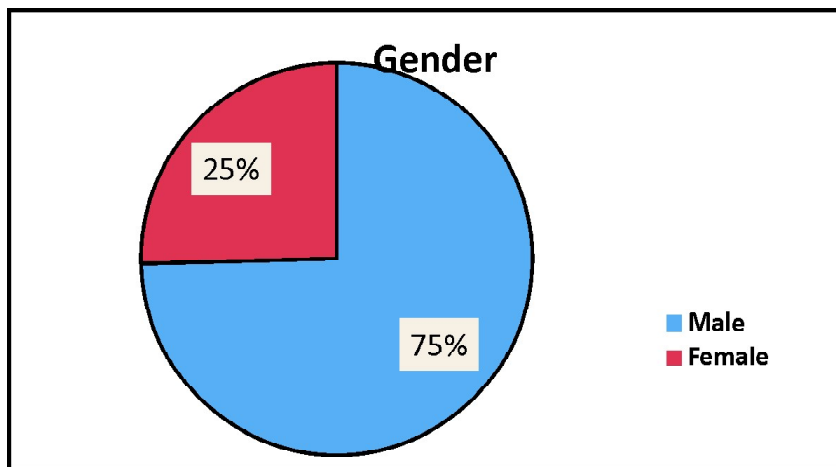
Figure 1: The distribution of Male and Female

The percentage of Male is more with 75% as compared to female students with 25%. Course
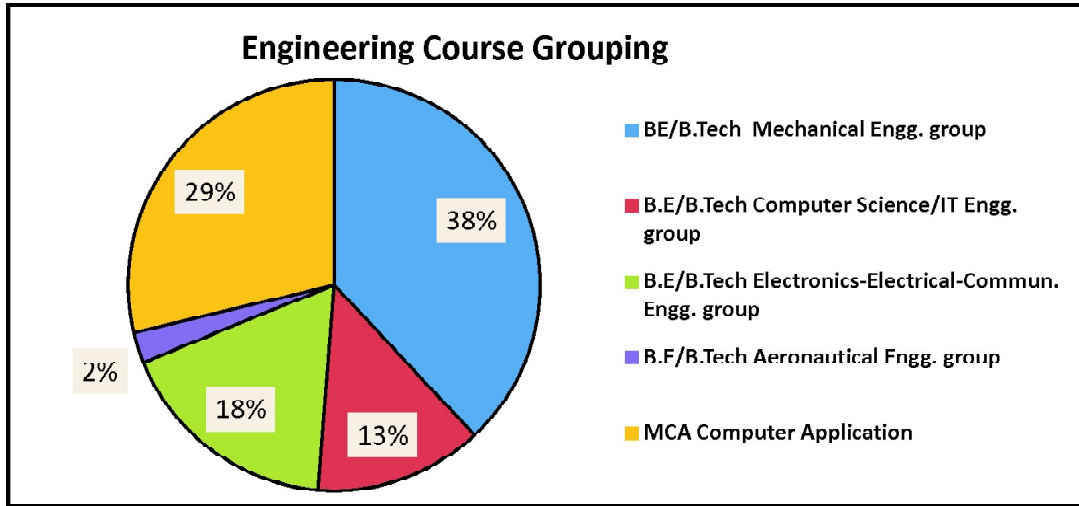
Figure 2: The distribution of Engineering Course Grouping

Among the total 205 students data collected, 38% of students belong to B.E/B.Tech in Mechanical Engineering, 13% of students belong to B.E/B.Tech Computer Science/IT related engineering studies, 18% are from B.E/ B. Tech in Electronics/electrical and Communication related engineering studies. Few students are from Aeronautical engineering stream. MCA students occupy 29% of total samples collected.

Gender Break-Up by Course Group

The following table shows the gender break-up for each course group as below.

Table 3
Gender break-up by Course Group

Group	Gender			
	Male [No. of students]	Female	Male [Percentage]	Female
BE/B.Tech Mechanical Engg. group	76	2	50	4
B.E/B.Tech Computer Science/IT Engg. group	16	11	10	21
B.E/B.Tech Electronics-Electrical-Commun. Engg. group	20	16	13	31
B.E/B.Tech Aeronautical Engg. group	4	1	3	2
MCA Computer Application	37	22	24	42
Total	153	52	100%	100%

Comparatively, more number of male students (50% of male students) have taken mechanical engineering studies, more number of female students (42% of female students) have taken MCA course.

Employability Score Calculation

Employability score was calculated based on three broad dimensions:

1. Academic Score
2. Employment Skills Score
3. Engg. Subject Score

Academic Score

To calculate academic score, the percentage of marks in SSLC, H.Sc and Degree are considered. Average value of SSLC percentage among all the students is arrived. Same way average value for H.Sc. percentage among all the students and then average value for Degree percentage values among all the students are arrived. From these three averages, three weights are calculated.

Source Data-Source Card

Candidate Name	10th % age	12th % age	Disclaimer Status	Subject	Degree	College % age	Year of Completion	Sales Competency_ Dependable_and_Result _ Oriented
Sheerin Farhana R	80.8	77.5	Accepted	Computer Science & Engineering	B.Tech/ B.E.	73	2017	60.6
Shaik Rahemath Basha	89.3	77.4	Accepted	Mechanical Engineering	B.Tech/B.E.	91	2017	93.08
Gayathri R	73	83	Accepted	Computer Application	MCA	81	2017	81.46

Table 4
Academic score based on the percentage of marks in SSLC,H.Sc and degree

Variable	Average	Weight
SSLC Percentage	78.53	34.62
H.Sc. Percentage	75.22	33.16
Degree Percentage	73.06	32.22
	226.83	100.00

These weights are assigned to each student (in their SSLC %, H.Sc. % and Degree %) and then summed up to arrive the total academic score.

(e.g.) Sheerin Farhana R = 77.19 (out of 100)

Table 5
Total academic score

10th PERC	12th PERC	Degree PERC	10th Weight	12th Weight	Degree Weight	Academic Score
80.8	77.5	73	0.3462	0.3316	0.3222	77.19256

Employment Skill Score

For Employment skill score calculation, following aspects are considered.

- Sales Competency:Dependable_and_Result_Oriented
- Sales Competency:Ability_To_Multitask
- Sales Competency: Creative_and_Inquisitive
- Sales Competency: Adaptable_and_Flexible
- Sales Competency: Influential_and_Charismatic

- Sales Competency: Natural_People's_People
- Sales Competency: Optimistic_and_Resilient
- Sales Competency: Calm_under_pressure
- Sales Competency: Sociallly_Confident
- Cognitive Skills_ Fluent_and_Articulate
- English Comprehension
- Quantitative Ability
- Logical Ability
- Computer Programming

For each student, average value for each aspect is calculated. Then, weights are calculated for each aspect.

Table 6
Weights are calculated for each aspect

Aspect	Weights
Sales Competency:Dependable_and_Result_Oriented	7.686
Sales Competency:Ability_To_Multitask	7.375
Sales Competency:Creative_and_Inquisitive	11.097
Sales Competency:Adaptable_and_Flexible	8.149
Sales Competency:Influential_and_Charismatic	7.286
Sales Competency:Natural_People's_People	7.559
Sales Competency:Optimistic_and_Resilient	7.731
Sales Competency:Calm_under_pressure	7.799
Sales Competency:Sociallly_Confident	5.253
Cognitive Skills_Fluent_and_Articulate	7.283
English Comprehension	7.971
Quantitative Ability	3.944
Logical Ability	6.457
Computer Programming	4.412

These weights are assigned to each student (in their respective aspect) and then summed up to arrive the total employment skill score.

(e.g.) Name: Sheerin Farhana R= 52.304 (out of 100)

Table 7
Total employment skill score

Aspect	Percentile values	Weights	Weighted Score
Sales Competency:Dependable_and_Result_Oriented	60.60	7.686	4.657
Sales Competency:Ability_To_Multitask	68.06	7.375	5.019
Sales Competency:Creative_and_Inquisitive	90.08	11.097	9.996
Sales Competency:Adaptable_and_Flexible	40.12	8.149	3.269
Sales Competency:Influential_and_Charismatic	43.52	7.286	3.171
Sales Competency:Natural_People's_People	50.13	7.559	3.789

contd. table 7

Aspect	Percentile values	Weights	Weighted Score
Sales Competency:Optimistic_and_Resilient	60.54	7.731	4.680
Sales Competency:Calm_under_pressure	59.41	7.799	4.633
Sales Competency:Sociallly_Confident	14.00	5.253	0.735
Cognitive Skills_Fluent_and_Articulate	50.00	7.283	3.641
English Comprehension	69.10	7.971	5.508
Quantitative Ability	0.50	3.944	0.020
Logical Ability	38.30	6.457	2.473
Computer Programming	16.10	4.412	0.710
		100.000	52.304

Subjects Score

For each student, percentile score they got in select subjects are available in the data. These data points are also used to arrive the subject score. These special subject percentile score is available for maximum two or three subjects. The net subject score (out of 100) is calculated taking the average of available subject percentile score.

Net Employability Score

The net employability score is calculated considering the three scores: Academic Score, Employment Skills Score and Subjects Score.

Net employability score =
(Academic score x0.35)+(Employment skills score x0.5)+(Subject score x 0.15).

Here employment skills are given higher weights (i.e. 0.5) as they are considered important in selecting a candidate. Academic score is given a moderate weight of 0.35, as they are next level consideration.

Net Employability Score: Summary

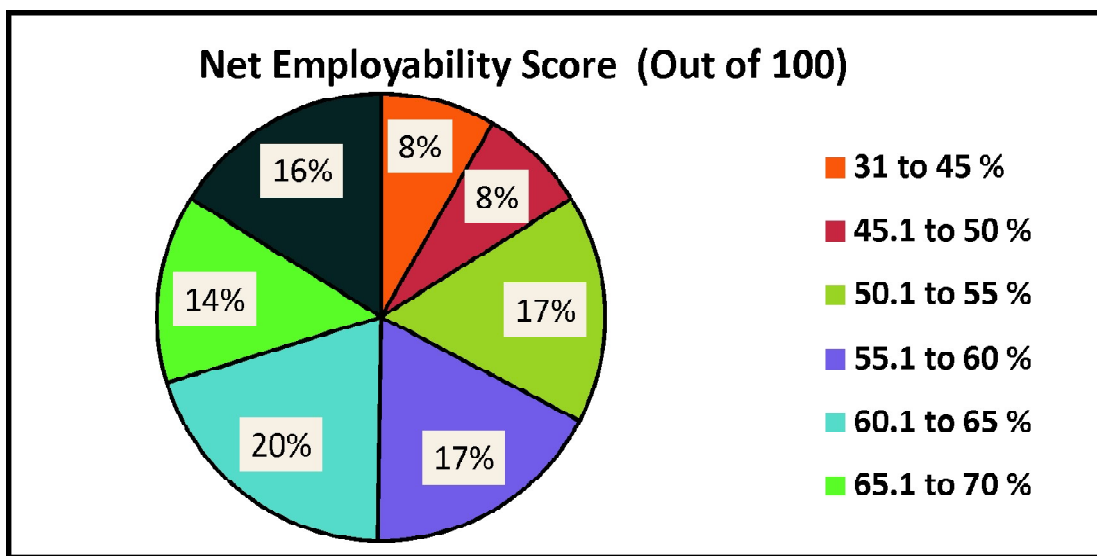The Net employability score (out of 100) ranges from 31 to 80%, the distribution of students is given below.

Figure 3: Distribution of Net employability score

The above chart indicates that nearly 50% of students have got more than 60% score. Around 16% of students have got only between 31 to 50%. Nearly 34% of students' score fall in between 50 and 60%.

Looking at by engineering stream/studies, following observations are made. The following table shows that minimum, maximum and average employability score achieved by each course group.

Table 8
Minimum, Maximum and Average Employability score achieved by each course group

Engineering Study	No. of students	Minimum	Maximum	Mean
BE/B.Tech Mechanical Engg. group	78	40.261	79.382	61.292
B.E/B.Tech Computer Science/IT Engg. group	27	44.928	78.975	61.643
B.E/B.Tech Electronics-Electrical-Commun. Engg. group	36	40.759	78.339	62.007
B.E/B.Tech Aeronautical Engg. group	5	54.276	70.966	63.515
MCA Computer Application	59	31.552	73.856	54.083

Analysis 1: Net Employability Score Comparison among the different groups

To examine if there is a significance difference in terms of 'Net Employability Score' among the different engineering streams.

Hypothesis Definition

Ho: There is no significance difference in terms of 'Net Employability Score' among the different engineering streams

H1: There is a significance difference in terms of 'Net Employability Score' among the different engineering streams

Alpha level value= 0.05.

Variable consideration

1. Net Employability Score

2. Course Group

Statistical Technique: Analysis of Variance (ANOVA)

To conduct this analysis, the following course groups are considered, as atleast 25 to 30 cases are required.

    1. BE/B.Tech Mechanical Engg. group

    2. B.E/B.Tech Computer Science/IT Engg. group

    3. B.E/B.Tech Electronics-Electrical-Commun. Engg. group

    4. B.E/B.Tech Aeronautical Engg. group

    5. MCA Computer Application

Through ANOVA analysis, the four means are compared, by examining homogeneity of variances of each group.

Analysis Results

The descriptive analysis on net employability score is summarised as below:

Table 9
Descriptive Analysis on Net Employability Score

Group	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
BE/B.Tech Mechanical Engg. group	78	61.292	8.540	0.967	59.367	63.218	40.261	79.382
B.E/B.Tech Computer Science/IT Engg. group	27	61.643	9.074	1.746	58.054	65.233	44.928	78.975
B.E/B.Tech Electronics-Electrical-Commun. Engg. group	36	62.007	10.123	1.687	58.582	65.433	40.759	78.339
MCA Computer Application	59	54.083	9.670	1.259	51.563	56.603	31.552	73.856
Total	200	59.342	9.796	0.693	57.976	60.707	31.552	79.382

Very minimum value (31.55) is found with MCA group. Very maximum is with Computer Science group (78.97). On mean value basis, Computer Science group achieved top position, while MCA group got the last position.

Homogeneity of Variance

Levene's test is used to test if multiple samples have equal variances. Equal variances across samples are called homogeneity of variance. In this test, it is assumed that the groups have equal variance. Looking at Levene's test, this is tested and concluded. (Ho: Variance 1= Variance 2= Variance 3= Variance=4).

Table 10
Levene's test

Levene Statistic	df1	df2	Sig.
0.695	3	196	0.556

As per the statistical rule, the null hypothesis (Ho) has to be rejected when the p-value is less than or equal to the significance level (0.05). i.e., If the p value is less than or equal to α level (0.05) for this test, then the variances of groups are not equal. If the p value is greater than α level for this test, then we fail to reject H0 which increases our confidence that the variances are equal and the homogeneity of variance assumption has been met. The p value is 0.556. Here, 0.556 is > 0.05, the p-value is greater than the significance level set here, and the null hypothesis is accepted. It is proved that there is no significance difference among the four groups' variances.

Table 11
ANOVA Table

	Sum of Squares	Df.	Mean Square	F	Sig.
Between Groups	2327.14	3	775.714	9.067	0.000
Within Groups	16767.85	196	85.550		
Total	19094.99	199			

The degrees of freedom for the between-groups estimate of variance is given by the number of levels of group, here there are 4 groups. Hence 4-1= 3. The degrees of freedom for the within-groups estimate of variance is calculated by subtracting one from the number of people in each condition / category and summing across the conditions / categories. Here, total students 200-4 = 196. The fourth column gives the estimates of variance (the mean squares.) Each mean square is calculated by dividing the sum of square by its degrees of freedom. The fifth column gives the F ratio. It is calculated by dividing mean square between-groups by mean square within-groups. The final column gives the significance of the F ratio. This is the p value. If the p value is less than or equal your α level, then you can reject H0 that all the means are equal.

Here, it is observed that the p value (0.000) is lesser than the significant value set (0.05). Hence, the null hypothesis 'Average net employability score among the four courses are Equal' is rejected. The alternative hypothesis (H1), there is a significance difference in terms of 'Net Employability Score' among the different engineering streams, is accepted.

CONCLUSION

Hence it is concluded that the average net employability score is different among the four groups.

Note: By looking at the following multiple comparisons, it is further concluded that the average net employability score among MCA students is significantly differ with other groups.

Table 12
Multiple Comparisons of BE/B.Tech with other groups

(I) Group Code		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
BE/B.Tech Mechanical Engg. group	B.E/B.Tech Computer Science/IT Engg. group	-0.35	2.07	0.87	-4.42	3.72
	B.E/B.Tech Electronics-Electrical-Commun. Engg. group	-0.72	1.86	0.70	-4.39	2.96
	MCA Computer Application	7.21	1.60	0.00	4.06	10.36
B.E/B.Tech Computer Science/IT Engg. group	BE/B.Tech Mechanical Engg. group	0.35	2.07	0.87	-3.72	4.42
	B.E/B.Tech Electronics-Electrical-Commun. Engg. group	-0.36	2.35	0.88	-5.01	4.28
	MCA Computer Application	7.56	2.15	0.00	3.32	11.80
B.E/B.Tech Electronics-Electrical-Commun. Engg. group	BE/B.Tech Mechanical Engg. group	0.72	1.86	0.70	-2.96	4.39
	B.E/B.Tech Computer Science/IT Engg. group	0.36	2.35	0.88	-4.28	5.01
	MCA Computer Application	7.92	1.96	0.00	4.07	11.78
MCA Computer Application	BE/B.Tech Mechanical Engg. group	-7.21	1.60	0.00	-10.36	-4.06
	B.E/B.Tech Computer Science/IT Engg. group	-7.56	2.15	0.00	-11.80	-3.32
	B.E/B.Tech Electronics-Electrical-Commun. Engg. group	-7.92	1.96	0.00	-11.78	-4.07

Analysis 2: The Pattern of Net Employability Score Levels: Male Vs. Female

Objective: To examine the net employability value levels between male and female students.

Hypothesis Definition

H0: There is no significance difference between the two genders (Male and Female) in terms of their 'Net Employability Score' Levels.

H1: There is a significance difference between the two genders (Male and Female) in terms of their 'Net Employability Score' Levels.

Confidence level set = 95%, and Alpha level value= 0.05.

Variable consideration

1. Net Employability Score Level (classified levels)
2. Gender

Statistical Technique

Chi-Square test of independenceof attributes.

Calculation

Table 13
Employability Score Level

Observed Matrix:

		Employability Score Level							Total
		31 to 45%	45.1 to 50%	50.1 to 55%	55.1 to 60%	60.1 to 65%	65.1 to 70%	70.1 to 80%	
Male	Count	15	13	26	28	30	16	21	149
Female	Count	2	3	7	8	9	12	10	51
Total	Count	17	16	33	36	39	28	31	200

First the frequency tables of respective variables are examined to see if minimum count of atleast 5 is available. This is a required condition to run a chi-square analysis. The matrix doesn't satisfy the minimum count of 5 within each cell. So, again the values which are less than 5 are further grouped as below.

Table 14
Employability Score Level

		Employability Score Level						Total
		31 to 50%	50.1 to 55%	55.1 to 60%	60.1 to 65%	65.1 to 70%	70.1 to 80%	
Male	Count	28	26	28	30	16	21	149
Female	Count	5	7	8	9	12	10	51
Total	Count	33	33	36	39	28	31	200

Expected Matrix:The expected matrix (E) is as below:

Table 15
Employability Score Level

		Employability Score Level						
		31 to 50%	50.1 to 55%	55.1 to 60%	60.1 to 65%	65.1 to 70%	70.1 to 80%	Total
Male	Exp. Count	24.6	24.6	26.8	29.1	20.9	23.1	149
Female	Exp. Count	8.4	8.4	9.2	9.9	7.1	7.9	51
Total	Exp. Count	33	33	36	39	28	31	200

Hence, the degrees of freedom is (rows-1) x (columns -1) i.e. (2-1) x (6-1) = 5 d.f.

Testing level: 95% significance level (i.e. alpha = 0.05)

Chi-Square Value Calculation

Table 16
Pearson Chi-Square Tests

Pearson Chi-Square Tests

		Score Levels Spread
Gender	Chi-square	7.689
	d.f.	5
	Sig.	0.174

Interpretation: The chi-square value as per Chi-square test is 7.689 (5 degree of freedom, 5% significance level). The significant value p=0.174 is greater than 0.05, the set 5% level. As per the rule, the null hypothesis (Ho) has to be rejected when the p-value is less than or equal to the significance level (0.05). Here, the p-value is greater than the significance level set here, the null hypothesis is accepted.

CONCLUSION

It is proved that there is no significance difference between Male and Female students,in terms of the Employability score levels. By looking at the following multiple comparisons, it is further concluded that the average net employability score among MCA students is significantly differ with other groups. The modules are adaptive and their scoring is based on item response theory, a globally recognized statistical technique for assessing high stake exams.

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